



Teaching Online in Adobe Connect

Things To Do Beforehand

Essential Preparation Checklist

- ☐ Every single participant has a headset/mic (and only a headset/mic!)
- ☐ Every computer used for the class has been tested to ensure current version of required software, particularly browser requirements
- ☐ Every single participant has the URL
- ☐ PowerPoint is uploaded into Content folder
- ☐ Students already have handouts
- ☐ Chat Pod available to assist during technical difficulties, particularly with headset/mics
- ☐ Explain to everyone how to resolve bandwidth issues, such as freeze-frame Camera Pod

Translating Your In-Person Teaching to the Online World

What you're used to doing	What you now have to do online
Writing a lesson plan with mainly what you're going to say	Half of your lesson plan will be about what you say, and the other half about what the students will be looking at
Scheduling of the course, as an issue, is resolved when the student decides or doesn't decide to sign-up for the scheduled class	Scheduling of the online course is an ongoing issue and can be a barrier to the majority of the group if the course requires synchronous learning because the online student is most likely one that needs asynchronous learning.
To start with a welcoming atmosphere on the first day, you may bring some baking or setup the classroom to maximize the sunshine	There isn't an obvious way to make the online learning environment welcoming. My preferred way is to start with Pods minimized and a picture of a handicraft filling up much of the screen.
A few minutes at the beginning of the class for housekeeping issues	At least ten minutes at the beginning of the class, before housekeeping issues, to resolve technical difficulties
Students know and learn quite a bit about you from your in-person persona	Provide a picture of you to convey that you are in fact human, not some disembodied voice
Standing up in front of a class and talking	Give them something to look at – usually a PowerPoint presentation
Just looking out on the class, you can see who is present	Keep the Attendee List Pod up so that you can see who is present and any information available in their "status."

Possibly long periods of talking, using the body language of the students to judge how much they're paying attention	Long periods of talking are a guaranteed way to have the students tune out online. You'll need to find new ways for feedback, such as using the Poll Pod or the participants' Status
Distributing handouts during class, sometimes throughout the classroom time	Usually best to distribute handouts beforehand, preferably through one location for them to download,
Taking notes on chalkboard, whiteboard, or flip charts	Use Notes pod or Whiteboard pod to take notes
Recommended Reading Lists are usually read out loud, listed on the course syllabus, or distributed as a handout to the class.	Teaching online, Recommended Reading lists work well as embedded links within the PowerPoint but will require a bit of extra digging and working with your Librarian to get the correct URLs.
Answering students' questions as they raise their hands	Pause periodically to check if students have a question because it's not easy to "raise one's hand" online
If students have questions that cannot be answered during class, they will stay afterwards to talk to the Instructor.	Since people are usually logging off as soon as possible, rarely will you find students lingering to ask questions. Instead, end every class with a slide up with all of your contact information so they can reach you later to ask their questions.
Everyone understands that passing notes and having side conversations is rude in a classroom setting	Online, it's much easier to talk privately with one another by typing in the Chat Pod. I recommend disabling the Chat Pod once technical difficulties have been resolved
Tests for the course are almost always written in the same room as the classroom. Therefore, little or no concern is placed on making sure the student feels comfortable in the test room setting.	Online exams often have a completely different interface than the online instruction. It is in the Instructor's best interest to give students a mini-test to increase their comfort level writing tests online before assigning a major exam.
If a student misses a class, they have to get notes from their classmate	If a student misses a class, they can watch the recording... but this may mean changing your opinion of what constitutes attendance
Evaluating the Instructor normally happens at the end of the semester through a paper-based evaluation form distributed in class.	While evaluation of instruction can be limited to the end of the semester through the online evaluation form, an online Instructor has a few more options such as... 1. Self-critiquing recorded lessons 2. Online feedback forms in the Content Management System or online teaching room 3. Asking a colleague to review the online discussion forums or recorded lessons